

Indian Land Elementary

4137 Doby's Bridge Road
Indian Land, SC 29715

Grades K-8 Middle School

Enrollment 1,084 Students

Principal Kathryn S. Richardson 803-548-2916

Superintendent Richard E. Moore 803-286-6972

Board Chair Lisa T. Bridges 803-286-6972

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	6	13	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 19 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No
2006	Average	Unsatisfactory	No

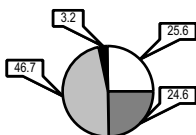
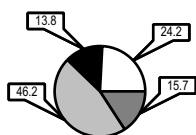
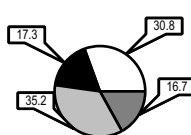
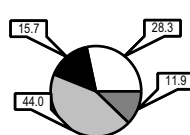
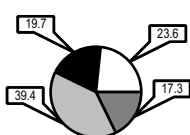
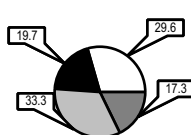
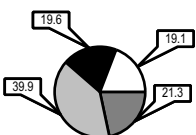
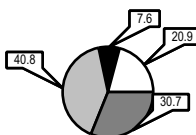
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

89.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	90.5	98.8
English 1	N/A	96.9
Biology 1/Applied Biology 2	N/A	97.7
Physical Science	N/A	81.4
All Subjects	90.5	97.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	701	98.9	20.5	44.7	30.5	4.3	48.5	Yes	Yes
Gender									
Male	362	98.6	24.8	47.8	25.4	2.1	41.5	N/A	N/A
Female	339	99.1	15.9	41.4	36.0	6.7	56.1	N/A	N/A
Racial/Ethnic Group									
White	553	99.1	16.1	46.2	32.7	5.0	52.8	Yes	Yes
African American	104	100.0	34.4	44.8	19.8	1.0	30.2	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	28	89.3	59.1	13.6	27.3	0.0	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	625	98.9	16.1	45.6	33.5	4.8	53.5	N/A	N/A
Disabled	76	98.7	57.1	37.1	5.7	0.0	7.1	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	701	98.9	20.5	44.7	30.5	4.3	48.5	N/A	N/A
English Proficiency									
Limited English Proficient	17	88.2	86.7	13.3	0.0	0.0	6.7	I/S	I/S
Non-Limited English Proficient	684	99.1	18.9	45.4	31.2	4.4	49.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	198	98.0	31.5	47.3	19.6	1.6	33.7	Yes	Yes
Full-pay meals	503	99.2	16.1	43.7	34.8	5.4	54.4	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	701	99.6	20.1	45.0	20.7	14.1	49.9	Yes	Yes
Gender									
Male	362	99.4	20.5	42.9	23.8	12.8	50.0	N/A	N/A
Female	339	99.7	19.7	47.3	17.5	15.6	49.8	N/A	N/A
Racial/Ethnic Group									
White	553	99.5	16.6	45.1	22.5	15.8	53.9	Yes	Yes
African American	104	100.0	35.4	47.9	12.5	4.2	30.2	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	28	100.0	36.4	40.9	13.6	9.1	31.8	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	625	99.5	16.0	45.9	22.4	15.7	54.0	N/A	N/A
Disabled	76	100.0	53.5	38.0	7.0	1.4	16.9	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	701	99.6	20.1	45.0	20.7	14.1	49.9	N/A	N/A
English Proficiency									
Limited English Proficient	17	100.0	50.0	37.5	12.5	0.0	31.3	I/S	I/S
Non-Limited English Proficient	684	99.6	19.4	45.2	20.9	14.5	50.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	198	99.0	30.3	48.6	13.0	8.1	34.1	Yes	Yes
Full-pay meals	503	99.8	16.1	43.6	23.8	16.5	56.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	701	99.1	28.9	37.9	16.9	16.3	33.2
Gender							
Male	362	98.9	28.0	36.6	18.5	17.0	35.4
Female	339	99.4	29.8	39.4	15.2	15.6	30.8
Racial/Ethnic Group							
White	553	99.5	24.3	37.6	19.5	18.7	38.2
African American	104	100.0	47.9	41.7	6.3	4.2	10.4
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	28	89.3	59.1	27.3	4.5	9.1	13.6
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	625	99.0	25.5	39.0	17.9	17.6	35.5
Disabled	76	100.0	56.3	29.6	8.5	5.6	14.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	701	99.1	28.9	37.9	16.9	16.3	33.2
English Proficiency							
Limited English Proficient	17	88.2	73.3	26.7	0.0	0.0	0.0
Non-Limited English Proficient	684	99.4	27.8	38.2	17.3	16.7	34.0
Socio-Economic Status							
Subsidized meals	198	98.5	44.9	34.1	11.9	9.2	21.1
Full-pay meals	503	99.4	22.5	39.5	18.9	19.1	38.0

Social Studies							
All Students	701	99.1	25.2	45.3	16.4	13.1	29.5
Gender							
Male	362	98.9	25.0	42.6	17.0	15.5	32.4
Female	339	99.4	25.4	48.3	15.9	10.5	26.3
Racial/Ethnic Group							
White	553	99.5	22.2	45.1	18.9	13.9	32.8
African American	104	100.0	36.5	47.9	8.3	7.3	15.6
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	28	89.3	50.0	31.8	4.5	13.6	18.2
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	625	99.0	21.6	46.7	17.9	13.8	31.7
Disabled	76	100.0	54.9	33.8	4.2	7.0	11.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	701	99.1	25.2	45.3	16.4	13.1	29.5
English Proficiency							
Limited English Proficient	17	88.2	66.7	33.3	0.0	0.0	0.0
Non-Limited English Proficient	684	99.4	24.2	45.6	16.8	13.4	30.2
Socio-Economic Status							
Subsidized meals	198	98.5	37.8	44.9	9.2	8.1	17.3
Full-pay meals	503	99.4	20.2	45.5	19.3	15.0	34.3

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	110	100.0	14.3	26.5	51.0	8.2	59.2
	4	114	100.0	23.8	41.9	33.3	1.0	34.3
	5	101	100.0	9.4	50.0	35.4	5.2	40.6
	6	106	99.1	29.2	34.4	30.2	6.3	36.5
	7	121	100.0	22.0	56.0	20.2	1.8	22.0
	8	125	99.2	19.0	41.4	31.9	7.8	39.7
2006	3	113	98.2	14.0	32.7	44.9	8.4	53.3
	4	128	100.0	17.1	44.4	33.3	5.1	38.5
	5	119	98.3	17.3	50.0	30.0	2.7	32.7
	6	109	99.1	22.8	38.6	30.7	7.9	38.6
	7	102	99.0	25.5	44.7	28.7	1.1	29.8
	8	130	98.5	26.7	55.8	16.7	0.8	17.5
Mathematics								
2005	3	110	100.0	13.3	56.1	21.4	9.2	30.6
	4	114	99.1	21.9	40.0	25.7	12.4	38.1
	5	101	100.0	11.5	51.0	21.9	15.6	37.5
	6	106	99.1	18.8	32.3	33.3	15.6	49.0
	7	121	100.0	33.0	42.2	11.9	12.8	24.8
	8	125	99.2	34.5	45.7	12.1	7.8	19.8
2006	3	113	99.1	17.6	50.0	22.2	10.2	32.4
	4	128	100.0	12.8	36.8	29.9	20.5	50.4
	5	119	100.0	20.7	44.1	23.4	11.7	35.1
	6	109	100.0	6.9	48.0	24.5	20.6	45.1
	7	102	99.0	24.7	39.8	18.3	17.2	35.5
	8	130	99.2	36.7	50.8	6.7	5.8	12.5
Science								
2005	3	110	100.0	23.5	43.9	26.5	6.1	32.7
	4	114	99.1	31.4	38.1	20.0	10.5	30.5
	5	101	100.0	35.4	22.9	21.9	19.8	41.7
	6	106	99.1	38.5	28.1	17.7	15.6	33.3
	7	121	100.0	27.5	37.6	16.5	18.3	34.9
	8	125	99.2	31.9	43.1	12.1	12.9	25.0
2006	3	113	99.1	30.6	48.1	14.8	6.5	21.3
	4	128	100.0	29.1	35.9	18.8	16.2	35.0
	5	119	99.2	23.4	36.9	17.1	22.5	39.6
	6	109	99.1	30.7	33.7	18.8	16.8	35.6
	7	102	99.0	27.7	25.5	22.3	24.5	46.8
	8	130	98.5	31.7	45.0	10.8	12.5	23.3
Social Studies								
2005	3	110	100.0	10.2	46.9	19.4	23.5	42.9
	4	114	99.1	24.8	41.9	26.7	6.7	33.3
	5	101	100.0	21.9	51.0	8.3	18.8	27.1
	6	106	99.1	22.9	33.3	12.5	31.3	43.8
	7	121	100.0	41.3	40.4	11.9	6.4	18.3
	8	125	99.2	22.4	48.3	19.0	10.3	29.3
2006	3	113	99.1	17.6	56.5	21.3	4.6	25.9
	4	128	100.0	22.2	36.8	24.8	16.2	41.0
	5	119	99.2	28.8	45.9	15.3	9.9	25.2
	6	109	99.1	15.8	41.6	19.8	22.8	42.6
	7	102	99.0	35.1	31.9	7.4	25.5	33.0
	8	130	98.5	31.7	56.7	9.2	2.5	11.7

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 1,084)				
Students enrolled in high school credit courses (grades 7 & 8)	17.0%	Down from 22.0%	31.9%	16.7%
Retention rate	2.5%	Up from 2.2%	1.7%	2.5%
Attendance rate	95.8%	Up from 95.4%	96.6%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 1.8%	2.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 1.8%	2.0%	1.0%
Eligible for gifted and talented	12.6%	Down from 12.7%	31.4%	15.6%
On academic plans	0.0%	N/AV	29.1%	39.9%
On academic probation	0.0%	N/AV	0.4%	0.7%
With disabilities other than speech	7.6%	Up from 6.7%	9.6%	12.4%
Older than usual for grade	1.2%	Up from 0.3%	1.7%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	1.1%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 72)				
Teachers with advanced degrees	48.6%	Down from 49.3%	61.3%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	16.8%	N/A	6.9%	9.1%
Teachers with emergency or provisional certificates	3.4%	Up from 2.0%	2.9%	5.6%
Teachers returning from previous year	88.8%	Up from 87.1%	87.6%	84.6%
Teacher attendance rate	94.3%	Up from 94.0%	95.1%	94.8%
Average teacher salary	\$40,791	Up 2.6%	\$44,223	\$42,267
Prof. development days/teacher	11.7 days	Up from 11.2 days	11.3 days	11.9 days
School				
Principal's years at school	1.0	Down from 6.0	5.0	3.0
Student-teacher ratio in core subjects	17.8 to 1	Up from 17.7 to 1	22.8 to 1	21.1 to 1
Prime instructional time	87.8%	Up from 87.7%	90.5%	89.0%
Dollars spent per pupil*	\$4,949	Up 5.6%	\$5,724	\$6,243
Percent of expenditures for teacher salaries*	72.5%	Up from 69.9%	62.7%	59.8%
Percent of expenditures for instruction*	77.3%		68.0%	65.2%
Opportunities in the arts	Fair	No change	Good	Good
Parents attending conferences	94.6%	Down from 96.8%	98.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	17.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The 2005 - 2006 school year was a successful year at Indian Land Elementary and Middle School. The growth in the Indian Land area could be overwhelming, but we have been able to balance the charm of the Indian Land community while we welcome the cultural and economic opportunities that are evident in our school. Excelling in the midst of growth reflects the cooperative efforts of the community, parents, students, and school personnel. Success is not necessarily gained through abundance, but is a result of dedication, perseverance, and teamwork.

To begin the year, our School Improvement Council sent out surveys focusing on school environment and student improvement. The survey provided an opportunity for parents to respond to issues related to safety and security of students, parental involvement at the school, academic programs in the school, and communication between home and school. The findings were analyzed and put into a report that was presented to the members of the School Improvement Council. The school used the results to confirm the positive aspects of the school and to enhance the school climate.

On May 19, 2006, Indian Land Elementary and Middle School was recognized by the S.C. Department of Education as a Red Carpet School. The Red Carpet Award recognizes the success of a school at creating a family-friendly school environment and providing excellent customer service.

The school's primary goal is to ensure that all students demonstrate competency and proficiency in academic areas of language arts, mathematics, science, and social studies.

Through staff development, our teachers have learned new techniques for engaging students in the learning process. We have revamped our homework and tutoring centers. In addition to using new curriculum materials, we are offering early weekday morning sessions and Saturday sessions. We have introduced student-led parent-teacher conferences in grades four through eight and will continue to expand that program to other grades. We implemented an enrichment math pull-out program in first through fourth grades and added Spanish to our elementary curriculum.

We continue to enjoy success in other areas. The district and the state have recognized our fine arts programs. With district guidance, we are implementing a school-wide health and wellness program.

Parent and community involvement is critical to our school. Our PTA and School Improvement Council continue to provide guidance, leadership, and support to the school. We continue to improve technology by updating computers, purchasing interactive white boards, and increasing access to computer software.

Growth will continue, and Indian Land Elementary and Middle School, in partnership with our parents and community, will continue to strive for excellence.

Kathryn S. Richardson, Principal
Nannette Amster, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	77	108	117
Percent satisfied with learning environment	90.8%	59.8%	73.7%
Percent satisfied with social and physical environment	93.4%	67.0%	80.0%
Percent satisfied with school-home relations	93.4%	59.8%	69.9%

*Only students at the highest middle school grade level at this school and their parents were included.